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ABSTRACT

This paper describes a program featuring integrated course sequences and continuous teaching experience that prepares teachers who can create a variety of learning environments that provide meaningful movement experiences for grades K-12,. The 2-year program sequence includes the following elements: (a) selective admissions and retention procedure, (b) individual assessment, (c) seminar and field experience/internship, and (d) human kinetics theory and application. Close articulation of program elements is assured by team teaching and open communication between faculty and students. Immediate application of theory is possible in the concurrent field experience, and frequent evaluation by all involved provides feedback for continuing refinement of the program. (Author)

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Case Study: Focus on Personal/Professional Preparation in Physical Education

A description of the undergraduate Professional Physical Education Program, College of Education, University of South Florida, Tampa, Florida.

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Submitted by Dr. Hubert A. Hoffman, Program Director, in consultation with the faculty for consideration for the Distinguished Achievement Award of the American Association of Colleges for Teacher Education

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PE 5005

Focus on Personal/Professional Preparation
in Physical Education

Summary

In 1966 the professional physical education faculty, University of South Florida, rejected the notion that a series of independent courses followed by an internship was appropriate professional training. A new program with a unique process orientation featuring integrated course sequences and continuous teaching experience was devised and implemented.

The innovative two-year program sequence includes the interrelated elements of individual assessment, seminar and field experience/internship and human kinetics-theory and application. Close articulation of program elements is assured by team teaching and open communication on the part of both faculty and students. Immediate application of theory is possible in the concurrent field experience. Frequent evaluation by all involved provides feedback for continuing refinement of the program.

The most recently developed feature of the program is the selective admissions and retention procedure. This process perhaps characterizes the entire program in which a major focus is on the "becoming" teacher as a person. Once selected on the basis of collected personal data, discussion and interviews, each admitted student's progress is carefully monitored with individual counseling and frequent faculty discussion. A very dedicated faculty contributes to a style of work so rarely found in other universities as evidenced by no faculty turn-over in the past eight years.

The primary purpose of the program is to prepare teachers who can create a variety of learning environments providing meaningful movement experiences for Kindergarten through twelfth grade. Knowledge, sensitivity, and understanding are paramount with strong

emphasis on flexibility and openness as it is recognized that today's knowledge may not be appropriate for tomorrow's needs.

Focus on Personal/Professional Preparation
in Physical Education

Description and Development of the Program

During the 1966-67 academic year, the professional physical education faculty, College of Education, University of South Florida, discarded its entire professional program. The faculty rejected the notion that a series of independent courses followed by a student-teaching experience constituted a "program" of professional training. In replacement, a new program which featured an integrated course sequence and continuous field work/internship was designed. The program was implemented in 1967 and has been refined each year since.

While discussing the design of a new teacher education program, the faculty identified basic assumptions regarding the nature of students, learning, teaching, and subject matter. These basic assumptions guided the program development and resulted in a design with a unique process emphasis. This emphasis is reflected in the structure of the program elements and in the modeling behavior of the faculty. Initially, three elements were defined as the primary components of the professional program. A fourth element emerged later. These elements are:

1. Student Selective Admissions and Retention
2. Individual Assessment
3. Seminar and Field Experience/Internship
4. Human Kinetics - Applied Human Kinetics

The reader should recognize that while each program element can be viewed independently, all elements are inter-related. To assure that all elements are working harmoniously, the faculty team working with the same students meet periodically throughout the year. This

is a distinguishing feature of the faculty and allows close articulation of program elements.

Selective Admissions and Retention. This was the last element to be developed. Each September, seventy students are admitted to the junior class. All applicants spend one full day on the University of South Florida campus participating in the selection procedure. They complete two personal inventories, and participate in a small group discussion observed by two faculty members who then together interview and rate each applicant. These data, together with their Grade Point Average, are used in an experimentally derived formula that yields one weighted score. The highest scoring seventy students are admitted.

On the same day the admission data are collected, a number of activities take place designed to assist the applicants in understanding the program. A videotape describing the program is shown and a faculty member is available to answer questions. Later, applicants go on a field trip to near-by elementary schools to see the program in action and then have lunch and time to discuss the program with senior majors. As a result of this orientation phase of the selective admissions process, some students decided each year not to enter the program.

Once a student is admitted his or her progress is monitored carefully through faculty counseling and student self-assessment. Junior and senior program faculty meet each quarter for the purpose of identifying those students who are not progressing well. These students receive written notification of steps they need to take to regain satisfactory program status. In other cases, students are

counseled out of the program, or dismissed for failing to remediate problems previously identified.

Individual Assessment. Individual Assessment constitutes a formal course only in the first quarter of the professional program sequence. However, assessment continues on a personal basis throughout the two-year program. The main emphasis is on student self-assessment, self-understanding, and personal program planning as related to becoming a physical educator. The general areas of professional values, attitudes related to teaching, motor ability and physical fitness are assessed.

As assessment occurs, the student evaluates the data, designs a personal profile, and with faculty guidance develops a functional program for personal development. The students revise their profiles and programs as periodic re-assessment data reflect growth and changes in personal needs.

Seminar and Field Experience/Internship. Seminar and Field Experience or Internship is a continuous sequence spanning the junior and senior years. This sequence integrates theory and practice by providing almost daily teaching experiences with students in elementary and secondary public schools. These experiences are supported and enhanced by weekly seminars on campus held by the professor who has observed them all week at the school.

The teaching experiences are primarily child-centered and focus on the relationship between teaching behavior and the development of the child in the psycho-motor, social/emotional and cognitive

areas. Students learn to plan for personalized teaching, employ various teaching methods, enhance student motivation, and to perceive teaching as a humanistic rather than subject matter endeavor.

Human Kinetics and Applied Human Kinetics. Human Kinetics and Applied Human Kinetics comprise a sequence of courses that extend over the entire six quarters of the program. The major thrust of this learning sequence is to help the student develop an understanding of the scientific basis of human movement and the ability to apply this knowledge in teaching. The course arrangement allows for interrelating activity and scientific theory that are traditionally taught separately. Knowledges from anatomy, physiology, kinesiology, and motor learning are integrated and applied directly to analyzing and teaching specific movement skills. Considerable emphasis is placed on designing and conducting appropriate movement experiences for children in the areas of perceptual motor development, movement education, dance and related sports activities.

Objectives

The aim of the program is the development of teachers:

who are secure with themselves and with others,
who can create and personalize experiences in movement,
who are critical thinkers and problem solvers,
who are open, flexible, and honest, and
who are knowledgeable physical educators.

To achieve the above, great stress is placed on the process by which the faculty works with students to facilitate their personal/professional growth in addition to helping them acquire the technical skills of teaching.

Personnel Involved

There is no doubt that this program works so well because of the strength of the faculty. From the time the program was designed, until this day, recruitment of faculty has been based on the desire of professors to make a significant contribution to undergraduate teacher education. Since 1966-67 when the program was designed, there has been no faculty turn-over. Many of the faculty are actively recruited by other universities, but all usually recognize that the philosophical process approach and style of work in this program is not generally found in most others. The two-year field-based program with close student-faculty interaction yields observable behavior changes that stimulate faculty to continue their efforts.

Budget

The only budget directly controlled by the program faculty is the expense budget. This is currently $1,800. and is used primarily for office supplies, telephone calls, equipment to support instruction, and for program management. All other professional needs are serviced by the College of Education.

Contribution to the Improvement of Teacher Education

The professional physical education program contributes in three signficant ways to the improvement of teacher education. First, the focus on the personal as well as the professional development of students is a major contribution. Today, there is great emphasis on measurable knowledge and technical skills in teacher education. Yet, we know that the human demensions of the teacher are equally as important as the technical skills in the ways they affect teacher behavior.

Secondly, this program is a model of integrated learning experiences. There are no narrow, piecemeal courses. The integrated learning sequences are task oriented and all sequences are interrelated.

Third, the selective admissions and retention process is working. This effort and the research associated with the process should contribute to the professionalization of colleges of education.

Each contribution is singularly important. However, in combination, the three primary contributions provide another unique model for teacher education.

Evaluation

Faculty and students formally evaluate experiences at the end of each quarter. Informal evaluation is even more frequent as students consult with individual faculty and the program director regarding their perceptions of the quality of program instruction.

Each year, program curriculum evaluations are completed. This process generally takes place in the spring so that program revisions, if warranted, can be made the next fall. Public school teachers and supervisors are invited to participate in program evaluation. In some years, attempts are made via mail surveys to evaluate the program. Program graduates, principals, and physical education supervisors have participated in these studies.

Generally, evaluation results support the primary program elements. Better ways of implementation are suggested and have been incorporated. Most employers view the graduates as well prepared, enthusiastic, self-confident, committed to teaching, and student-oriented.

Focus on Personal/Professional Preparation
in Physical Education

Supporting Information

1. Program Description
2. Reprint of Journal of Health, Physical Education and Recreation article.
3. Selective Admissions Research Report

(Revised 1973)

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PROFESSIONAL PHYSICAL EDUCATION
UNIVERSITY OF SOUTH FLORIDA

PROGRAM DESCRIPTION

INTRODUCTION

The following guide is designed to familiarize you with the important and unique aspects of the professional physical education program at the University of South Florida. It is of extreme importance that you study this information so that you completely understand the concepts of this teacher preparation program before making a decision to apply for admission.

The Department encourages the applications of ethnic minority and women students.

IMPORTANT PROGRAM FEATURES

The emphasis of the professional physical education program is first and foremost on the preparation of quality teachers of physical education. This means that the greater part of your two years as a major will be devoted to acquiring expertise in teaching physical education classes. Upon graduation you will be certified to teach physical education in grades kindergarten through twelve. The program does not prepare recreation or health specialists and is able to offer only a limited number of elective coaching courses.

The design and structure of the program is unique in that the physical education majors teach public school students throughout the program in a continuous internship teaching experience. These teaching experiences are constantly related to associated learnings in on-campus seminars, labs, and theory course sequences. Due to this unique program design, students' time is committed to the program from 8:00 a.m. to 3:00 p.m. daily, severely limiting opportunities for off-campus employment during the regular academic year. Therefore, before considering application, you should make certain that you will be able to devote sufficient time and effort to the program.

Program Admission

Students who qualify for College of Education upper division study at the time of registration and who will have completed 90 quarter or 60 semester hours, including all general distribution requirements, are eligible to apply for admission. (Exception: With faculty approval it may be possible for you to enter the program with 90 quarter hours with deficiencies in certain basic requirements. If this is the case, you should understand that all deficiencies must be made up before graduation - and in order to do this, you may have to register for overload credits or perhaps attend extra quarters.)

All prospective students, whether currently enrolled at the University of South Florida, transfer students from other four-year universities or from junior colleges, must apply for admission to the program. See page 8 for application form. In order to be considered for admission to the program, students must apply and participate in a selective admission procedure. Students are admitted to the program only in the Fall Quarter (Quarter I) of each year. Students must enroll as full-time students in Quarter I and maintain that status continuously throughout the basic six quarter learning experience sequence. (See Master Schedule)

As a rule, professional physical education courses are not offered during the summer quarter, (Quarter IV).

Specific Information Concerning the Program

What is the major goal of this program?

The major goal of the physical education teacher preparation program is to prepare teachers who are capable of planning, conducting, and evaluating movement experiences for students from kindergarten to the twelfth grade. To accomplish this goal, the program provides learning experiences based both on-campus and in the public schools continuously throughout the six quarters of study.

What are the requirements for entrance?

The professional preparation program in physical education is an upper-division (junior and senior year), bachelor's degree area of study within the College of Education. Students with at least 90 quarter hours, or 60 semester hours are eligible to apply for program admission. (See exception, page 1)

What is "Selective Admission"?

At present, the Department follows a selective admission procedure which is described in detail on page 9 of this handbook.

When can one enroll?

Students who are accepted in the program may begin their program of study only in the Fall Quarter of each year. The sequential pattern and integration of course work prevents entry into the program at any other time during the academic year.

What are the graduation requirements?

During both junior and senior years, the student must continuously and satisfactorily complete Quarters I, II, and III. In some courses if a student receives an incomplete, or failing grade within the course sequence, he/she may have to wait until the course is next offered at a regularly scheduled time before attempting the course again. (See program outline on page 4.)

Are professional physical education courses offered during the Summer Quarter?

During the Summer Quarter (IV), the only required professional physical education course offered is First Aid (EDP 255). Students may attend during the Summer Quarter to meet general distribution, or College of Education requirements, or take elective courses within the total University's offerings, or pursue a second teaching certification area.

How many courses can be transferred from other colleges and universities?	Professional physical education courses taken for credit at other universities, will not be counted for completion of program requirements, with the exception of faculty approval for First Aid and Aquatics. Other physical education courses will count as elective hours. Both transfer students and on-campus continuing students must be approved for program admission by the selective admissions committee and initially enroll in the program during Quarter I of the next academic year.
Is it possible to hold a part-time position and meet the demands of the physical education program?	The time demands of the physical education courses and field experiences, curriculum requirements of the College of Education, plus study time, severely limit opportunities for majors to work during full-time enrollment.
Anything else?	Having access to a car for transportation between campus and school for field experience is helpful, but not necessary.

The following information concerns specific course sequences in which you will be involved if you are accepted into the program.

MASTER SCHEDULE FOR PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION AT THE UNIVERSITY OF SOUTH FLORIDA

Junior Year

Quarter I		Quarter Hours
EDP 311	Seminar and Field Experience in Physical Education	5
EDP 312	Human Kinetics I	6
EDP 314	Individual Assessment	2
*EDF 305	Human Development and Learning	4
		17

Quarter II		
EDP 321	Seminar and Field Experience in Physical Education	5
EDP 322	Human Kinetics II	6
*EDF 307	Social Foundations of Education	4
		15

Quarter III		
EDP 331	Seminar and Internship	5
EDP 332	Human Kinetics III	6
*Electives		5-7
		16-18

Senior Year

Quarter I		
EDP 411	Seminar and Field Experience	5
EDP 412	Applied Human Kinetics	4
*EDC 401	Curriculum and Instruction	5
*Electives		3-4
		17-19

Quarter II		
EDP 421	Seminar and Internship	5
EDP 422	Applied Human Kinetics	4
* Electives		6-9
		15-18

*May be taken during other quarters.

(Continued on next page)

Quarter III	Quarter Hours
EDP 431 Seminar and Internship	5
EDP 432 Applied Human Kinetics	4
*Electives	3-9
*May be taken during other quarters.	11-18

Additional Required Courses

EDP 255 First Aid	3
EDP 365 Aquatics	3
1 elective in the College of Education (outside of Physical Education)	4

COURSE SEQUENCE DESCRIPTIONS

Human Kinetics and Applied Human Kinetics

EDP 312, 322, 332, 412, 422, 432

Human Kinetics and Applied Human Kinetics comprise a sequence of courses that extend over the entire six quarters of the program.

The major thrust of this learning sequence is to help the student develop an understanding of the scientific basis of human movement and the ability to apply this knowledge in teaching. The course sequence is designed to comply with the general program philosophy that the student should be provided with continuing opportunities to use theoretical concepts in realistic situations. The course arrangement allows for inter-relating activity and scientific theory courses that are traditionally taught separately. Knowledges from anatomy, physiology, kinesiology, and motor learning are integrated and applied directly to analyzing and teaching specific movement skills. Considerable emphasis is placed on designing and conducting appropriate movement experiences for children in the areas of perceptual motor development, movement education, dance and related sports activities. Another major focus in this area of study is the development of a scientific approach to solving problems in teaching, evaluating new teaching techniques, instruments and methods, as well as assessing the present practices in physical education in light of changing societal expectations.

This sequence is concerned with the subject matter usually found in courses in:

- Anatomy
- Physiology
- Physiology of Exercise
- Kinesiology
- Movement Education
- Rhythms and Dance
- Methods of Teaching
- Individual and Team Sports
- Physical Fitness Programming

Seminar and Field Experience or Internship in Physical Education

EDP 311, 321, 331, 411, 421, 431

Seminar and Field Experience or Internship is a six course sequence spanning the junior and senior years. This sequence integrates theory and practice by providing almost daily teaching experiences with students in public schools which are supported and enhanced by weekly seminars on campus.

Generally, students spend the three quarters of the junior year in the elementary schools and the three quarters of the senior year in the secondary schools. These experiences focus primarily upon children and includes examination of the physical, mental, social, and emotional development of children related to teacher behavior. Students learn to develop unit and lesson plans, employ various methods of teaching, use motivational techniques, and to teach humanistically.

The Seminar and Field Experience or Internship sequence is concerned with subject matter usually found in courses such as:

Student Teaching
Methods of Teaching
Tests and Measurements
History and Philosophy of Physical Education
Organization and Administration
Curriculum
Principles of Physical Education
Internship

Individual Assessment

EDP 314

Individual Assessment is seen as an important aspect of the physical education teacher preparation program. Individual Assessment constitutes a formal course only in the first quarter of the professional program sequence. However, assessment continues on a personal basis throughout the two year program. The main emphasis is on student self-assessment, self-understanding, and personal program planning as related to becoming a physical educator.

A second emphasis is on the analysis and understanding of testing procedures, the use of testing instruments, the effectiveness of tests, and the evaluation process resulting from test information.

Assessment occurs within these general areas:

Professional values
Attitudes related to teaching
Motor ability
Physical fitness

As assessment occurs, the student evaluates the data, designs a personal profile and with faculty guidance, develops a functional program for personal development. The students revise their profiles and programs as periodic re-assessment data reflect growth and changes in personal needs.

Application Procedure

Step by step procedures for making an application to the Professional Physical Education Department at the University of South Florida.

1. Inquire about the program. Study the enclosed material.

2.

Transfer Student	Univ. of South Florida Student
Apply for admission to the University. Indicate Physical Education as your major.	Notify the Professional Physical Education Department that you wish to apply for admission to the program. (PED 203)

3. Complete Application for Admission Form and return by April 1 .

4. Participate in Selective Admissions Procedure for:

Students Residing out of Florida or Students Residing in Florida

At Designated Time
April - June

5. Notification of Selective Admission Decision

The following communication information may be helpful:

Office of Admissions
ADM 180
University of South Florida
Tampa, Florida 33620
(813) 974-2987

Professional Physical Education
Program - Chairman
PED 214E
University of South Florida
Tampa, Florida 33620
(813) 974-2860

NOTE: Any application is for the current year only. If the applicant is selected for admission and declines admission, he/she must reapply for any subsequent year.

(PLEASE PRINT)

Application for Admission
to the
Professional Physical Education Program

Name _____ _____
Last First Middle S.S.#

Present Address _____
(street)

_____
(city) (state) (zip)

Effective until _____
(month/day/year)

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Permanent Address _____
(street)

_____
(city) (state) (zip)

Present Telephone # _____ Permanent Telephone # _____

Colleges or Junior Colleges attended:

1. Name _____
   Address _____
   Dates Attended _____
2. Name _____
   Address _____
   Dates Attended

Other: Check here ____ (List on back of this page)

For students residing outside the State of Florida at the time of selective admissions procedures (April-June of the year of application): Please list three references from whom we should request letters of recommendation.

1. Name _____
   Address _____
2. Name _____
   Address _____
3. Name _____
   Address _____

CONTINUED ON REVERSE SIDE

I am requesting that I be considered for admission to the Professional Physical Education Program at the University of South Florida.

I certify that I have received and read the Professional Physical Education Handbook, (revised 1973). I am aware of the Selective Admissions Procedure, program entry date, necessity for continuous enrollment during both junior and senior years, and recognize the demands and limitations of the program as described. I should be considered for admission as an: In-state ____ Out of state ____ student.

During the April-June period, I may be contacted at:

_____

(Complete address)

_____ / _____

(Signature) (Date)

RETURN THIS FORM WITH A POSTMARK NO LATER THAN _____

IMPORTANT: THIS APPLICATION IS FOR CURRENT SCHOOL YEAR ONLY.

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SELECTIVE ADMISSION PROCEDURE

In an effort to maintain a quality professional preparation physical education program, the Department of Professional Physical Education and Health Science began a selective admissions procedure in 1971. This procedure was initiated in response to increasing enrollments that exceeded the resources necessary for a quality program for students. The following is a brief description of the selective admissions procedure.

Students residing in the State of Florida at the time of the selective admissions procedure (April-June) follow one procedure and students residing out of the State of Florida at this time follow another procedure.

Procedure for students residing within the State of Florida at selective admissions time.

Students will be required to spend a full day on campus (8:00 a.m. to 5:00 p.m.). This time will be used in the following way:

Collect Written Data
View Slide-type Description of Program
Meet and Discuss Program with Faculty
Visit Public Schools with Physical Education Majors to see Program "in action".

Lunch with Major Students

Small Group Discussion
Personal Interview with two Faculty Members

The orientation period allows students the opportunity to decide if they want to enter the program and meet program requirements. The small group discussion and personal interview afford the faculty the opportunity to assess those characteristics identified in the literature as significant in becoming a teacher.

Procedure for students residing out of the State of Florida at selective admissions time.

Each student will send the names and addresses of three (3) persons who can recommend him for teaching to the Department of Professional Physical Education and Health Science. The Department will write to these persons asking for letters of recommendation and asking each to complete a rating list to assess personal characteristics identified as those significant in becoming a teacher. In addition, students will complete two written scales and submit his third semester or fourth quarter Grade Point Average.

Final Selection

Admission to the Program is based on the sum of weighted scores derived from: the interview or rating list, two written scales, and Grade Point Average. The highest scoring students will be notified of their acceptance and the others will be notified that they have not been admitted to this program. Sixty-three (63) legal Florida residents (may be attending school outside of Florida) will be admitted and seven (7) non-residents of Florida (may be attending school in Florida) will be admitted to the program.

Notification will be made as soon as possible after all candidates have been considered. It is anticipated that by June 15th, all students will be notified.

A PROGRESS REPORT OF

SELECTIVE ADMISSIONS PROCEDURE

OF

THE PROFESSIONAL PHYSICAL EDUCATION PROGRAM

MARCH 1974

Report Completed by

Dr. Hubert Hoffman
Dr. Stephen Klesius
Dr. Louis Bowers

Assistance in design of the study and statistical analyses rendered by the College of Education, Center of Instructional Design and Evaluation Applications. Dr. Annie W. Ward, Mike B. Rapp, Lynn Raddatz.

The Professional Physical Education Program has utilized a selective admissions procedure for accepting students majoring in physical education since 1971. A previous report presented the rationale for selecting students and explained the procedures for orientation, interviewing, and rating of applicants.

The selection of students for admission to the Professional Physical Education Program was based on an interview rating score. The ratings were designed by the program faculty to assess the traits identified as needed by students to be successful in the physical education teacher preparation program.

To this date, three classes have been admitted on a selective basis. Respectively, these were the graduating class of 1973, admitted in 1971; current senior class admitted in 1972; and the present junior class admitted in 1973. The Professional Physical Education Program has benefited from three years of experience in designing and improving not only the selective admissions interview rating procedure, but also the accompanying on-campus and public school visits and program orientation.

During the selective admissions procedure of 1973 data were collected in an attempt to establish the reliability and validity of the procedure and to determine if the utilization of additional measurements would improve the procedures. The following sections report the results of this study.

Overview of the Research Study

This project was designed to study several areas of concern regarding the selective admissions process. The study was designed to determine:

1. The reliability of the pre-selection interview ratings,
2. The validity and predictive ability of the pre-selection interview ratings,
3. The possibility that an alternative selective admission procedure having greater predictive power than the pre-selection interview rating alone could be developed.

To answer these questions a research study was designed. Subjects in this study consisted of three groups. Group I included students (N=36) completing the last quarter of their senior year who had been admitted in September, 1971. Group II consisted of students (N=48) admitted to the program in September, 1972 and at the time of the data collection were completing the third quarter of their junior year. Group III included all applicants (N=84) for admission to the Professional Physical Education Program in September, 1973.

The following definitions are used in this study:

1. Pre-selection interview rating - the total score on the six categories of the pre-selection interview rating for Groups I, II, and III.
2. Performance rating - the total score for the ratings of Group I at the end of the senior year and Group II at the end of the junior year for the six pre-selection interview traits and seven categories concerned with professional teaching performance.

Each subject (Group I, II, and III) completed the same set of standardized test materials. A pre-selection interview rating was compiled for each subject by two faculty members. The pre-selection interview ratings for the subjects in Group I were completed in 1971, Group II in 1972, and Group III in 1973. All subjects completed the standardized tests under similar conditions during the period of time from May to June, 1973. The standardized tests included:

Self-Description Inventory

Torrance Test of Creative Thinking with Words

Tennessee Self-Concept Scale

Inventory of Attitude Toward Physical Activity

The applicants, Group III, completed two questionnaires. One was completed on campus on the day of the orientation-interview visit and a second anonymous response was returned by mail one week later.

During May 15 to June 15, 1973, the subjects in Groups I and II were rated using the pre-selection interview rating form and a performance rating form. At this time the subjects in Group II were completing their senior year and the subjects in Group II were completing their junior year in the Professional Physical Education Program. These ratings were made by program faculty members for students whom they had taught in a professional physical education course or internship/field experience. An average of five faculty members rated each student.

Summary of Results

The results of the research study are presented in answer to the following questions:

1. Does the interview rating instrument display validity?

   A .96 coefficient of correlation was found between the two sections of the Junior-Senior ratings. The first section of the rating scale covered personal-social skills and the second section covered skills related to teaching physical education.

2. How reliable are the independent scores of faculty in the interview rating process?

   The inter-rater reliability of interview ratings based on the correlation between scores independently arrived at by faculty members was:

   .53 between the scores of the two raters

   .72 between one member of the interviewing pair and the composite score, and

   .86 between the other member of the interviewing pair and the composite score.

3. To what degree are the traits identified in the pre-selection rating form related?

   The correlations among the scores on the six items on the

pre-selection interview ratings for the subjects in Groups I and II, ranged from .70 to .86.

The correlations among the scores on the six pre-selection items after one or two years in the selection program ranged from .37 to .78.

Examination of the intercorrelations indicates that all of the subscores on the pre-selection interview rating are highly inter-correlated, while the inter-correlations for the second rating for Groups I and II are lower. The high inter-correlations in the pre-selection interview ratings may be interpreted as evidence of internal consistency, or they may be viewed as the extent to which an overall "halo" effect is operating. The pre-admission interview ratings are based on a comparatively short observation period and may simply reflect a general, overall impression. The second ratings are better differentiated, since the faculty raters have had either 1 or 2 years to observe the students.

4. How effective were the interview ratings in predicting demonstrated performance upon the completion of the junior year.

   The correlation between the pre-selection interview scores of students after one year in the program was .26. Since these students had been explicitly selected on the basis of the interview-ratings, it was necessary to correct the correlation for attenuation. This correction increased the .26 correlation to .43.

5. How effective were the interview ratings in predicting demonstrated performance upon completion of the senior year?

   For Group I, 1971, the correlation between the pre-selection interview scores with the faculty rating of these students after two years in the program was negligible, .05, even after the correction for attenuation was applied.

6. What is the best combination of interview score, standardized test scores and grade point average for selecting students who will succeed in the program?

Stepwise multiple regression analyses was used to establish the amount of variance in the performance criteria which was accounted for be selected variables. The results are shown below.

TABLE I. MULTIPLE CORRELATIONS AND R^2 FOR SELECTED VARIABLES

For Groups I and II N=84

Váriable	Multiple R	R^2
Pre-selection rating total	.43	.18
G.P.A.	.53	.28
Tennessee Self-Concept, Behavior	.61	.37
Self-Description Inventory, total	.62	.38
Tennessee Self-Concept, Self-Criticism	.64	.41
Constant = 23.41		

Utilization of the interview rating total score alone produced a Multiple R of .43, however, with the addition of the seventh quarter Grade Point Average, Tennessee Self-Concept-Behavior Scale, Self-Description Inventory, and Tennessee Self-Concept-Self-Criticism Scale the Multiple R was increased to .64.

7. What were the attitudes of the student applicants (Group III) regarding the selective admissions procedures?

The tabulation of the questionnaires revealed that the applicants for admission to the program in 1973 held the admission procedure in high regard.

It was found that 89 percent of the applicants thought that selective admission to the program was necessary. The selective admissions procedure was though to be objective by 86 percent of the applicants. The results of the anonymous questionnaire addressing the same ques-

tions were similar. In this case 90 percent thought the selective admissions procedure was needed and 83 percent thought it was objective. Slightly less than half (44%) of the applicants would continue to pursue their interest in physical education at another university if not admitted to the program, while slightly over half (51%) of the applicants would eventually enroll in a program offered by the University of South Florida.

Generally, each phase of the selective admission procedure was seen as being of high value in providing the applicants with information. Thirty-two applicants rated the school visit and observation as excellant and thirty gave an excellant rating to the individual interview.

The interview was almost always viewed be the applicants (Group III) as being the preferred means of demonstrating qualities and giving reasons related to becoming a physical education teacher. According to the applicants' preferences, the standardized tests, while they created the least anxiety would never be used as the sole means to represent them for program admission. The applicants, by a margin of 18%, favored the use of the standardized test in combination with the interview. This seems to indicate an attitude that the more information the program faculty has about an applicant, the greater the probability that an accurate representation could be determined.

Conclusions and Recommendations

The following conclusions are based on the findings of this research study. A more detailed progress report of this study is presented in Appendix B.

1. The interview rating procedure used in the Professional Physical Education Selective Admission Process possesses internal reliability.
2. The six criterion rating categories display validity when correlated with ratings of teaching performance.

3. The interview rating scores alone, for Group II, were moderately successful in predicting future success in the program of physical education teacher preparation.
4. The utilization of grade point average and identified standardized tests combined with the interview rating scores significantly increased the predictability of future success in the physical education teacher preparation program.
5. The applicants held the selective admission interview procedure in high positive regard and perceived the orientation phase as being informative.

The above conclusions must be viewed with caution due to the relatively small number of cases included in the study and the fact that little or no data was available for those students not accepted into the program.

Conclusion number four should especially be viewed tentatively because the use of the seventh quarter grade point average, included grades on Physical Education courses. A replication of this study using a 4-quarter cumulative is in progress.

The following are recommendations based on the results and conclusions of this study.

1. That the selective admissions procedure be used to admit students for September, 1974.
2. That selective admissions be based on a composite score derived by computing the sum of weighted scores for an interview rating; 4th quarter or 3rd semester cumulative grade point average; Tennessee Self-Concept-Behavior Scale and Self-Criticism Scale, Self-Description Inventory, and a constant value.
3. Included in the 1974 quota will be a portion of students who did not achieve a total score ordinarily needed for program admission. This number should not exceed 20% of the quota. The purpose of

admitting these students will be to better determine the effectiveness of the selective admission procedure. In order that the program faculty will not know who the non-qualified students are, an external agent will compile the selective admission data. The report to the program faculty of the students selected for admission will contain tha alphabetical listing of names of all students admitted to the program.

4. To continue selective admissions research.